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ABSTRACT

The practicum was designed to increase the usefulness of psychoeducational data provided by the school psychologist for educational decision making concerning handicapped students at the elementary level. The first goal was to provide staffing committee members with psychoeducational data in a more useful form than data provided through traditional assessment methods to help in the development of handicapped student academic objectives. The second goal involved providing teachers of students with handicaps with data that would be more useful for the development of instructional plans for the students. Curriculum based measurement materials were developed and used as part of a direct assessment evaluation with three students. Use of curriculum based measurement techniques and other direct assessment procedures were found to be more useful for development of individualized education program (IEP) academic objectives and instructional planning than typical psychoeducational data. Various questionnaires and forms used in the study are appended. (DB)

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Increasing the Perceived Usefulness of Psychoeducational Data Among Elementary Staffing Committee Members Through Direct Assessment

by
Louis Gegen

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This practicum took place as described.

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July 5, 1988

This practicum report was submitted by Louis Gegen under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

7-14-88
Date of Final Approval of Report

JoEllen Rogers Ph.D., Adviser

Increasing the Perceived Usefulness of Psychoeducational Data Among Elementary Staffing Committee Members Through Direct Assessment

by

Louis Gegen

Cluster XXVII

A Practicum I Report presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

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The writer would like to thank his wife and daughter for their tolerance and support during this practicum. The help of students, teachers, district level personnel and my practicum adviser was also greatly appreciated.

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ABSTRACT

Increasing the Perceived Usefulness of Psychoeducational Data Among Elementary Staffing Committee Members Through Direct Assessment. Gegen, Louis M., 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Curriculum/Educational Diagnosis/Elementary Secondary Education/Evaluation Methods/Formative Evaluation/Individualized Education Programs/Instruction/Intervention/Program Evaluation/Psychological Evaluation/School Psychologists

This practicum was designed to increase the usefulness of psychoeducational data provided by the school psychologist for educational decision-making. The first goal involved providing elementary exceptional student education staffing committee members with psychoeducational data that would be more useful than data provided through traditional assessment methods for the development of handicapped student academic objectives. A second goal involved providing exceptional student education teachers with data that would be more useful for the development of instructional plans for handicapped students.

The writer increased his knowledge of the school's reading and math curriculum and exceptional student education academic skill sequences through a series of consultations with elementary teachers and exceptional student education personnel. Curriculum materials were also reviewed independently by the writer. Direct academic assessment methods were adopted after review of the literature and review of assessment materials provided by the publishers of the school's reading and math program. The writer's increased knowledge of the academic curricula and informal direct academic assessment methods was applied in the completion of academic assessments for three students being staffed into exceptional student education programs.

The results of the practicum were positive. Analysis of the data revealed that elementary exceptional student education staffing committee members perceived data generated by the writer through adopted direct academic assessment methods as more useful than data typically provided through traditional assessment methods. Data was considered to be more useful for the development of academic objectives and for instructional planning.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The school was located near a southwest Florida city but was in a basically rural environment. The community was growing slowly with the movement of some middle class families to the area in order to escape the more densely populated areas near the city. The nearby city was growing very rapidly.

The setting was a public elementary school serving children in grades kindergarten through fifth. School enrollment was approximately 415 students drawn from the immediate area neighborhoods and a suburb community about 10 miles away. A majority of the students were socioeconomically middle class. Approximately 17 percent of the student body was comprised of minority students. Academic programs in reading, math, language arts, science and social studies were provided across all grade levels. Two Exceptional Student Education (ESE) classes served children who had been identified as handicapped on a near full-time basis. One ESE resource room served children on a part-time basis. Other programs at the school included a guidance program, a media center, music, art and physical

education programs, a federally funded Chapter 1 reading program and a one day per week program for children identified as gifted.

The administrative staff at the school consisted of a principal in his third year. A primary education specialist assumed administrative duties in the principal's absence and was responsible for maintaining records of each student's progress through the academic curriculum. She also served as a consultant to teachers regarding student academic and behavioral adjustment difficulties. The faculty included 15 regular classroom teachers, 3 ESE teachers and a media specialist. All faculty members were certified in their areas. Staff turnover had been low.

This writer's supervisor and various ESE district level staff, such as the district elementary consultant and teachers on special assignment were also part of the setting. These district level personnel regularly reviewed the writer's psychoeducational reports and served as members of ESE staffing committees at the school.

The Writer's Role

The writer was a school psychologist that served the school on an itinerant, two day per week basis. In the performance of his duties, the writer consulted with teachers, parents, and other school personnel regarding student academic and/or behavioral difficulties. The writer was responsible for completing psychoeducational evaluations

and written reports for students who had been referred because they were experiencing academic and/or behavioral problems at school. When psychoeducational evaluation indicated eligibility, the writer made recommendations for student placement into ESE programs. The writer also regularly served as a member of ESE staffing committees which met at the school to determine student eligibility for programs and to develop the individual educational program.

The writer's qualifications for the role described included certification in school psychology by the Florida Department of Education. The writer's background of experience included 13 years of service as a school psychologist at the elementary, middle and high school levels.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Public Law 94-142 calls for the participation of diagnostic personnel in the development of the individual educational program (IEP) for students identified as handicapped. School psychologists serving in the role of diagnostician have used assessment strategies that effectively identify students as handicapped according to federal, state and district guidelines. These same strategies however, have not been maximally useful in the development of academic objectives during IEP development and in the initial planning of reading and math instruction for students placed into ESE programs.

Problems with assessment data commonly collected by the school psychologist arose because it did not help in the development of academic objectives for students in terms of the school's curriculum. Data most often collected also did not provide information that was maximally useful to ESE teachers as they began to plan reading and math instruction for students received into their programs.

If the school psychologist was to make a more meaningful contribution to the development of academic

objectives during IEP formulation and to the initial planning of reading and math instruction for handicapped students as mandated by Public Law 94-142, different types of information would have to be collected. Data collected would have to help identify academic objectives for students in terms of the school curriculum and it would have to be more useful to ESE teachers who were planning reading and math instruction for students placed into their programs.

In summary, the problem was that the school psychologist was not providing data that could be used to easily and accurately develop academic objectives during IEP formulation. Data typically provided by the school psychologist was also not maximally useful to ESE teachers as they began to plan reading and math instruction for students they were receiving into their programs.

Problem Documentation

In order to document the problem described in the previous section, school personnel that typically served on ESE staffing committees were asked to respond to questionnaires. Preliminary Questionnaires were given to 10 personnel: three ESE teachers, five district level ESE personnel, and two school psychologists. The Preliminary Questionnaire (See Appendix A) consisted of eight items designed to reveal perceptions of the level of usefulness of psychoeducational test data then being provided by the school psychologist for the development of reading and math

objectives in the IEP, and in the initial planning of instruction in reading and math for students placed into ESE programs. The writer also conducted an interview with each questionnaire respondent following their completion of the questionnaire to confirm understanding of questionnaire items and to obtain additional responses regarding problems in the use of psychoeducational test data for academic objective development and initial instructional planning.

The results of the Preliminary Questionnaire indicated that most respondents considered psychoeducational test data at least "somewhat useful" for the development of academic objectives and for initial instructional planning. However, the Preliminary Questionnaire results also indicated that respondents believed that psychoeducational data provided by the school psychologist should be made more useful for the development of academic objectives and for initial instructional planning. All 10 respondents indicated that psychoeducational data should be made more useful both for the development of academic objectives and for initial instructional planning.

Results of the follow-up interview indicated that all respondents fully understood Preliminary Questionnaire items. Respondents reported that psychoeducational data provided was not maximally useful because it did not mirror the school curriculum or the ESE academic objective sequence, because it was often not current at the time of

academic objective development and instructional planning, and because it often conflicted with teacher reports of student level of functioning.

Causative Analysis

There were several causes of the problem described above. The first cause related to the type of assessment instruments typically used by the school psychologist. The school psychologist was assigned the role of helping school personnel identify those students who were handicapped according to federal, state and district guidelines. Federal, state and district guidelines specified that norm referenced tests be used in the identification of handicapped students, so school psychologists most commonly used this type of assessment instrument. As Fuchs & Fuchs (1986) pointed out, norm referenced tests were helpful in making decisions about student eligibility for ESE programs according to existing criteria. However, this type of test data did not provide much information that was useful in planning academic instruction for students.

Another cause of the problem involved the school psychologist's lack of knowledge of the school's reading and math curriculum (Gerkin, 1985). The school psychologist's formal training most often focused on the use of norm referenced tests and did not involve study of academic curricula used by schools. Related causes of the problem included the school psychologist's lack of knowledge about

assessment procedures used to measure student skills in the reading and math curriculum, and a lack of knowledge about the sequence of reading and math skill development as specified in ESE guides. Knowledge of the school's reading and math curriculum and assessment techniques used to determine student skills in the curriculum would have been useful in the planning of instruction by ESE teachers as students were received into their programs. Mildly handicapped students were often instructed with these materials while in ESE programs to facilitate mainstreaming after improvement. ESE academic skill sequences were used to develop academic objectives at IEP staffings and to indicate skill areas that should be addressed in instructional plans.

A final cause of the problem involved the length of time between psychoeducational evaluation and ESE staffings when IEP objectives were formulated and initial planning of instruction was conducted. ESE staffings were most often not scheduled for several months after completion of the psychoeducational data collection process. Howell (1986) reminds us that learning is a dynamic process: a student's academic skills and the conditions that affect acquisition of skills are constantly changing. Clearly, psychoeducational data that was 2 to 3 months old could not be considered maximally useful for the development of meaningful academic objectives and instructional plans.

Relationship of the Problem to the Literature

The literature was reviewed in order to gain a better understanding of the problem described in this proposal and in order to generate some possible solution strategies.

Bardon (1983) reported that school psychology has been associated with the administration of mental ability and academic achievement tests since its beginning at the turn of the century. According to Bardon, school psychology initially adopted the medical model of early clinical psychology which emphasized the identification of characteristics and factors within individuals in order to facilitate the treatment of problems. Bardon stated that continuing developments in behavioral psychology and accumulated experience in school settings gradually led to the conclusion that the medical model was not the most useful one for those attempting to help struggling learners. He reported that psychologists in the schools have increasingly focused their attention on understanding the complex interactions between characteristics of the learner and characteristics of the learner's school environment.

Reschly (1980) stated that psychoeducational assessment has been used for different purposes. Assessment information has been used in the classification of children into special educational groupings and class formats, in the development of educational goals, in the development of intervention strategies, and to evaluate the effectiveness

of intervention strategies implemented. Reschly concluded that traditional assessment practices have been generally ineffective for all of these purposes. Information provided has been too global and concern with dynamics and constructs thought to underlie behavior has been unproductive.

Reschly (1980) called for the development of assessment technology more closely linked to intervention. Data collected must be more useful in making decisions about which special education program options were likely to be beneficial for students. It must also be more useful in the development of intervention goals and strategies, and in the evaluation of intervention outcomes. Reschly believed that future refinements in behavioral approaches to assessment which involved the precise description of student functioning in terms of observable behavior, the precise formulation of goals, the implementation of specific interventions and the evaluation of outcomes would provide more useful information.

Ysseldyke and Mirkin (1982) concluded that research did not support the use of psychoeducational assessment/academic intervention practices that involved matching instructional approaches with learner aptitudes. They concluded that research demonstrated that direct and continuous assessment of student academic skills resulted in the most effective academic instruction. Ysseldyke and Mirkin advocated that school psychologists discontinue assessment strategies that

involve aptitude and global academic assessment, and instead use strategies that involve the direct and continuous assessment of learner progress towards established academic objectives.

Fuchs and Fuchs (1986) argued that school psychologists should refocus their psychoeducational assessment activities towards instructional issues and the improvement of instruction for handicapped learners. The authors recommended that psychoeducational evaluation include measures that are highly related to the school curriculum, that identify learner academic skill strengths and weaknesses, and that are repeated in order to monitor the effects of instructional programs. Additionally, the effects of environmental factors such as class size, teacher expectations and teacher skill should be considered.

Reading of the school psychology literature indicated that there had been considerable dissatisfaction with the level of usefulness of traditional psychoeducational assessment practices for instructional planning and educational decision-making. Assessment practices prescribed in the literature seemed to be evolving from procedures that relied on hypothesized psychological constructs and that resulted in global descriptions of students (Reschly, 1980), to procedures which involved more direct and continuous assessment of observable behaviors that were considered of central importance in school

settings (Fuchs & Fuchs, 1986; Ysseldyke and Mirkin, 1982).

The belief that the school psychologist's assessment of student academic skill should be more direct was indicated in an article by Aaron and Poostay (1982). The authors provided brief discussion of the reading process, reading instruction, reading disorders and reading disorder diagnosis for school psychologists. Aaron and Poostay advocated continued practice of traditional school psychological assessment which involves identification of student cognitive abilities, but indicated the need for increased knowledge by school psychologists about all aspects of the reading process in order to use traditional data more effectively.

Reisman (1982) concluded that results of traditional psychoeducational assessment could help identify psychological characteristics of the learner that are relevant to mathematics learning. This author believed that traditional assessment data could be used in the development of more effective mathematics instruction. Reisman also advocated that school psychologists become more knowledgeable about mathematics curriculum and instruction in order to more effectively apply traditional psychoeducational assessment data to the planning of mathematics instruction.

Gerkin (1985) believed that school psychologists should continue to identify factors within students that relate to

academic learning through traditional assessment practices, and also stated that assessment should not stop at that point. Gerkin called for assessment practices that were directed at factors in the student's instructional environment such as the curriculum, teaching methods and materials. She recommended that school psychologists become more knowledgeable about school curriculum in order to determine academic expectations at different grade levels, that they use the results of both survey and diagnostic academic tests, and that they use observation and interview techniques focusing directly on student academic skills in the school's curriculum.

Howell (1986) advocated a task analytic approach to academic assessment for the school psychologist that involved specification of tasks to be learned followed by determination of subtasks and strategies the student needed to learn for successful task performance. According to Howell, assessment must be repeated frequently in order to monitor the effects of instructional techniques on rate of learning and to provide the teacher with empirical evidence on which to base decisions about instructional planning.

Deno (1986) described curriculum based measurement (CBM) procedures that allow for the direct and continuous assessment of student progress through the school academic curriculum. These procedures involve the frequent sampling of student performance on academic tasks taken from the

curriculum being used to instruct the student. Student progress through the curriculum is to be carefully charted. Deno stated that this procedure could be used to screen the general student population and determine which students were most in need of ESE programs, to develop short and long term academic objectives for targeted students and to provide teachers with data that would help them make decisions about the effectiveness of instructional programs and determine if program changes were needed.

Deno (1984) described how CBM procedures could be used to develop short and long term academic objectives for student IEPs. Step by step procedures for determining appropriate short and long term objectives in reading, spelling and written language were presented.

Shinn & Marston (1985) described CBM procedures in reading, spelling, math and written expression that effectively differentiated mildly handicapped, Chapter 1 and low functioning regular classroom students at the fourth, fifth and sixth grade levels. They advocated that this type of assessment, rather than costly traditional psychoeducational assessment procedures, be used to determine student eligibility for ESE programs.

In conclusion, literature that was reviewed described characteristics of psychoeducational assessment that is maximally useful for all types of educational decision-making, including the process of developing

academic objectives and instructional plans. The literature suggested that in order for psychoeducational data to be maximally useful, student academic skills in the school's curriculum must be measured directly and repeatedly.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Public Law 94-142 mandates that personnel involved in diagnostic testing of handicapped students contribute to the development of the IEP and to educational planning. Data presented in the Problem Documentation section of this practicum proposal indicated that typical psychoeducational data provided by the school psychologist was not considered to be maximally useful for these purposes. The general goals of this practicum involved providing psychoeducational data for students in reading and math that would be more useful in the development of academic objectives during initial IEP formulation, and that would be more useful in the initial planning of instruction for students placed into ESE programs. The most appropriate judges of the usefulness of psychoeducational data were those personnel who regularly use it to develop academic objectives and instructional plans: the ESE staffing committee comprised of district level ESE staff, school psychologists and ESE teachers. Therefore, the specific objectives of this practicum included the following:

1. Increasing the perceived usefulness of psychoeducational data for academic objective

development in reading and math among staffing committee members.

2. Increasing the perceived usefulness of psychoeducational data for initial instructional planning in reading and math among staffing committee members.

Standards of Performance

The following standards of performance were used to determine if specific objectives had been met:

1. Staffing committee members as a group would indicate increased usefulness of psychoeducational data for IEP academic objective development by demonstrating a group mean of 3 "Yes" responses to items 1-4 on the Data Usefulness Questionnaire (See Appendix B).

2. Staffing committee members as a group would indicate increased usefulness of psychoeducational data for initial planning of reading and math instruction by demonstrating a group mean of 3 "Yes" responses to items 5-8 on the Data Usefulness Questionnaire (See Appendix B).

Assessment Instrument

The Data Usefulness Questionnaire (See Appendix B) was used to determine if standards of performance were realized. The sections of this questionnaire that pertained to the specific objectives of this practicum and the questionnaire item response choices were as follows:

1. Data Usefulness Questionnaire items 1-4 pertained to the perceived usefulness of data collected during the implementation phase of this practicum relative to typical psychoeducational data collected for the purpose of developing IEP academic objectives in reading and math. Possible responses to questionnaire items included: "Yes" to indicate increased usefulness, "No" to indicate no increase in usefulness, and "Uncertain" to indicate that respondents were unable to determine if data collected during the implementation phase of this practicum was more useful for the development of academic objectives than psychoeducational data typically collected.

2. Data Usefulness Questionnaire items 5-8 pertained to the perceived usefulness of data collected during the implementation phase of this practicum

relative to typical psychoeducational data collected for the purpose of initial instructional planning in reading and math. Possible responses to questionnaire items included: "Yes" to indicate increased usefulness, "No" to indicate no increase in usefulness, and "Uncertain" to indicate that respondents were unable to determine if data collected during the implementation phase of this practicum was more useful for instructional planning in reading and math than psychoeducational data typically collected.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Review of the related literature suggested several possible solutions to the problem addressed in this practicum. As Reschly (1980) pointed out, psychoeducational assessment data was being used for several different purposes. One purpose involved the sorting of children into special educational groupings. Norm referenced tests which rank students according to level of academic skills relative to others of their age, served this purpose fairly well (Fuchs & Fuchs, 1986). One possible solution to the problem described in this practicum would have involved finding and then using a norm referenced test that contained items which closely overlapped the school's reading and math curriculum. This norm referenced test could then have been used to establish student eligibility for ESE programs and to provide data that was more useful in the development of academic objectives and for initial instructional planning. However, Fuchs and Fuchs argued that while global, norm referenced tests are useful in summarizing student performance relative to other students, they do not identify curriclum related skill deficiencies and they are not useful

in guiding future instructional intervention. Gerkin (1985) also stated that psychoeducational assessment must go beyond the administration of global, norm referenced tests to include information gathered about how students function on tasks within the school's academic curriculum. Finding and using additional norm referenced tests did not appear to be a potentially effective solution strategy for the problem described in this practicum.

Developing a continuous CBM program for all "at risk" students in the school as advocated by Deno (1986) was another possible solution. Regular and direct sampling of student performance on curriculum related tasks could have been completed by the school psychologist or a trained teacher's aide. Students who had been identified as potential candidates for psychoeducational assessment and who were involved in the pre-referral process could have been targeted for this regular assessment. Records of these student's progress through the school's curriculum could have been maintained and the school psychologist would have had up-to-date academic information on all students as they were being staffed into ESE programs.

A variation of this solution strategy would have involved use of CBM procedures (Deno, 1986) only with those students that were being staffed for ESE programs. Deno (1984) described how these procedures could be used to develop short and long term IEP objectives in reading,

spelling and written language. Shinn & Marston (1985) described CBM procedures that could be used to measure student academic progress in math, and which could also be used to develop short and long term objectives in math. The use of CBM procedures with all "at risk" students at the school was not realistic in view of the time frame of this practicum. The use of CBM procedures to develop objectives only for those students being staffed into ESE programs seemed feasible.

Conducting direct assessment of student academic skills in the school's curriculum was recommended as a way of making the school psychologist's academic assessment data more meaningful by Gerkin (1985). Gerkin pointed out that most school psychologists had little knowledge of curriculum materials and little knowledge of informal, direct assessment methods that could be applied to gain a clearer understanding of a student's academic skills in the school curriculum. Aaron and Poostay (1982) recommended that school psychologists become more knowledgeable about reading skills acquisition and the school's reading curriculum while Reisman (1982) recommended that school psychologists become more knowledgeable of math curricula in order to conduct more meaningful academic assessment and develop more useful academic objectives and instructional plans.

A solution strategy derived in part from the literature cited above would have begun with a series of steps to

increase the school psychologist's knowledge of the school's curriculum, ESE skill sequences, information useful to ESE teachers as they plan reading and math instruction and informal, direct academic assessment procedures. Knowledge about the school's reading and math curriculum could have been gained by consulting with a regular classroom teacher at each elementary grade level and through independent review of the curriculum scope and sequence materials (Gerkin, 1985). Knowledge of the ESE reading and math skill sequence could have been gained through consultation with an ESE district level staff member and through independent review of academic objective sequence materials. The school psychologist's knowledge of informal, direct assessment procedures could have been increased through consultations with the primary education specialist at the school and through review of test materials supplied by publishers of the school's reading and math curriculum. After strategies to increase the school psychologist's knowledge in the described areas had been implemented, decisions about which direct academic assessment procedures to be used would have been made. Direct academic assessment procedures selected would have been used to complete assessments with students in reading and math just prior to their ESE eligibility and IEP staff meetings.

Description of Selected Solution

After review of the literature and consideration of

possible solutions, it was decided to use the solution strategies that involved CBM procedures with students being staffed for ESE programs, and the series of strategies that would culminate in the use of other direct academic assessment procedures with students to be staffed. It was expected that the CBM procedures would provide data more useful than typical data generated by the school psychologist for the development of student IEP academic objectives at ESE staffings. The data collected through direct assessment procedures selected after consultations with the various educational personnel and independent review of school academic curricula was to be more useful for developing instructional plans for students as they were placed into ESE programs. It was expected that this direct assessment data would help teachers identify those reading and math skills and subskills that needed to be addressed in the student's instructional plans at that point in time.

CBM procedures as described by Deno (1984) were to be used to develop short and long term academic objectives in reading. The steps involved in this procedure were to be as follows:

1. Determine the date of the I.E.P. annual review and the number of weeks until that date.
2. Randomly select a reading passage from the reading book that average students of the subject's age would be

reading at the time of the annual review.

3. Use two copies for measurement-one for the examiner and one for the student. The following directions recommended by Deno (1984) will be given to students:

> When I say "start", begin reading aloud at the top of this page. Try to read each word. If you wait too long for a word, I'll tell you the word. At the end of one minute I'll say "stop". (p.100-101)

4. Begin timing as you say "start". Circle words the student misses on the examiner's copy. When a minute has passed, say "stop".
5. Count the number of words read correctly and the number of errors. Continue to test until a level at which the student can demonstrate a median performance of 55-75 words read aloud with 7 errors or fewer across three passages is reached.
6. After the criterion has been met, a long term objective is set at between 90-150 words read aloud with seven or fewer errors at this level. According to Deno (1984) this rate of learning is the minimum necessary to justify ESE placement.
7. Short term objectives will be developed by subtracting the current level of performance from the long term objective and dividing the difference by the number of weeks until the annual review.

A CBM procedure developed by this writer after review of procedures described by Shinn & Marston (1985) was to be used to obtain information useful in the development of short and long term objectives in math. These procedures were to be as follows:

1. Random samples of 20 computation problems will be taken from cumulative reviews appearing in each half year section of the math program across all grades 1 through 5.
2. As a starting point, the sample of problems at the math level appropriate for the student's chronological age will be administered to the student. Since targeted students have already demonstrated math skills below age expectations, testing will continue through lower levels until the level where the student is able to correctly answer 15 of 20 math problems is reached. Students will be allowed two minutes to complete the 20 problems at each half year level.
3. Directions given to students before each two minute test will be as follows:

   When I say "start", write answers to the math problems on the page before you. You will have two minutes to complete as many problems as you can. After two minutes, I will say "stop" and you are to lay your pencil down.

A stopwatch will be started as the writer says "start" and it will be stopped as the writer says "stop". Exactly two minutes will be allowed for each 20 problem test. A short break will be allowed between administration of each 20 problem test.

4. The number of problems the student answers correctly at each level will be recorded.

Since the literature did not contain specific methods for developing short and long term objectives in math using CBM procedures, no specific recommendations regarding objectives were to be made using this data. This data was to be presented to the ESE staffing committee at the targeted student's staffing with the recommendation that it be considered by the committee as specific short and long term objectives were developed.

The school psychologist's knowledge of the school's reading and math curriculum was to be increased through a series of consultations with regular classroom teachers in grades 1 through 5 and through independent review of the scope and sequence of academic skills in the curriculum as described by the reading and math series publishers. One consultation was to be held with a teacher at each grade level. A consultation form (See Appendix C) was to be used to record information gained during these consultations.

The school psychologist's knowledge of information

needed by ESE teachers at the school as they began to develop instructional plans in reading and math was to be increased through one consultation with each of the three ESE teachers at the school. A consultation form (See Appendix D) was to be used to record information gained during these consultations.

The school psychologist's knowledge of ESE academic skill objective sequences in reading and math was to be increased through a consultation with a district level ESE staff member and through independent review of printed materials describing these sequences. District level ESE staff, such as teachers on assignment and consultants, were knowledgeable about academic objective sequences because they regularly used this material to develop IEP academic objectives at ESE staffings. A consultation form (See Appendix E) was to be used to record information gained during the consultation.

The school psychologist's knowledge of direct academic assessment procedures in the school's reading and math curriculum was to be increased through two consultations with the primary education specialist. The primary education specialist was knowledgeable about direct assessment procedures as she regularly used them to place new students into appropriate instructional groups and to obtain information about students who were experiencing academic difficulties. A consultation form (See Appendix F)

was to be used to record information gained during these consultations.

Following this series of consultations and review of materials, direct assessment procedures available were to be considered. The writer was then to choose procedures thought to be most useful for application during this practicum.

CBM and DA procedures were to be completed with students to be placed into ESE programs. These assessments were to be completed during the five school day period before the student's ESE staffing. The number of students to be staffed within the implementation period of this practicum could not be exactly predicted. This writer's past experience and the number of referrals for psychoeducational evaluation being processed at the school suggested that between 5 and 10 students would be staffed during the implementation period. A written report was to be completed describing results of the CBM and direct assessment procedures for each student. This written report was to be presented to members of the ESE staffing committee at each student's staffing.

There were several reasons why the solutions described were selected. As already noted, norm referenced tests were not suited to the type of decision-making involved when developing academic objectives and planning instruction because the sample of student academic behavior obtained is

characteristically too small and the academic tasks are not necessarily similar to those encountered by the student in the school's academic curriculum. Searching for and using a better norm referenced test was not a feasible solution.

CBM procedures as described by Deno (1984) and Shinn & Marston (1985) would involve the direct assessment of student performance in the school's curriculum. Research (Cited in Ysseldyke & Mirkin, 1982) has demonstrated that this type of assessment leads to more effective instruction. Increasing the school psychologist's knowledge in areas related to the school's academic curriculum, ESE skill sequences and direct assessment procedures in the school's academic curriculum were strategies that were also consistent with literature which suggested that the most effective assessment approaches involve direct measurement of student performance on tasks to be taught.

The solutions described were also selected because they would not involve any additional school personnel for implementation and would allow the school psychologist to continue to function in the role prescribed by the school system: that of individual evaluator of student academic skills. It was also judged that the solutions selected could easily be implemented within the 3 month time frame of this practicum.

Report of Action Taken

Week 1 of Implementation

The writer completed one consultation with a first grade teacher, one consultation with a second grade teacher and one consultation with a third grade teacher to review the school's reading and math curriculum. These consultations averaged approximately 1/2 hour in length and provided the writer with an overview of the reading and math curriculum at each grade level (See Appendix C). Scope and sequence charts provided by the publishers of the school's reading and math program were reviewed during this week. Teacher manuals provided with the reading and math program at the first, second and third grade level were also reviewed during this week.

The writer completed one 1/2 hour long consultation with the primary education specialist to review direct academic assessment procedures in reading (See Appendix F). Assessment materials provided by the publisher of the school's reading program were reviewed independently during this week.

Week 2 of Implementation

The writer completed one consultation with a fourth grade teacher and one consultation with a fifth grade teacher to review the school's reading and math curriculum. These consultations averaged approximately 1/2 hour in length and provided the writer with an overview of the

reading and math curriculum at each grade level (See Appendix C). Scope and sequence materials provided by publishers of the school's reading and math programs were reviewed during this week. Teacher manuals provided with the reading and math program at the fourth and fifth grade level were also reviewed during this week.

The writer completed one 1/2 hour long consultation with the primary education specialist to review direct assessment procedures in math (See Appendix F). Assessment materials provided by the publisher of the school's math program were reviewed independently by the writer during this week.

Week 3 of Implementation

The writer completed one consultation with a district level ESE staff member to review materials describing reading and math skill sequences provided for ESE students. This consultation was approximately 1/2 hour in length and provided the writer with an overview of skills considered to be important by ESE district level staff (See Appendix E). The writer also reviewed these materials independently during this week.

One consultation with each of the three ESE teachers at the school was also completed during this week. These consultations averaged approximately 1/2 hour in length and provided the writer with an overview of information that ESE teachers considered to be useful for instructional planning

(See Appendix D).

Week 4 of Implementation

The writer developed CBM materials to be used in the assessment of students during this week. In reading, three story passages at least 150 words in length were randomly selected from the school's readers at each grade level. These passages were typed on individual sheets of paper in type-size appropriate for each grade level. In math, 20 computation problems were randomly selected from cumulative reviews appearing in each half-year section of the math program across all grades 1 through 5. These 20 problem samples were hand-copied onto separate sheets of paper.

Decisions about direct assessment procedures to be adopted for this practicum were also made during this week. In reading, the following procedures were adopted:

1. A procedure to assess student instant word recognition skills. Word lists for all of the school's readers were compiled. Words appearing at the student's estimated instructional level and the two levels that precede this level were presented to each student. The percentage of words instantly recognized at each level was calculated.

2. A procedure to assess student decoding abilities. The diagnostic test of decoding abilities found in

the school's third grade reader provided estimates of student knowledge of basic consonant/vowel sounds.

3. A procedure to assess student silent reading comprehension. The individual reading inventory provided by the publisher of the school's reading series was used to obtain an estimate of student silent reading comprehension and instructional level in reading. Results of this procedure also determined which instant word recognition levels were appropriate for students.

Direct assessment procedures that provide information about student skills in the instant word recognition, decoding abilities and silent reading comprehension areas were selected because these areas have been recognized as important by reading instruction authorities (Schubert & Torgerson, 1976).

In math the following direct assessment procedures were adopted:

1. Mid-year and end-of-year tests appearing at the student's grade placement in the math program were administered.

2. Interviews were held with students following their completion of mid-year and end-of-year tests to determine student error patterns and level of understanding of different math concepts (Ashlock, 1982, Gerkin, 1985).

3. Information gained through testing and interviewing was analyzed according to instructional objectives found in the math book at the student's level of instruction.

Mid-year and end-of-year tests were selected for use because they provide a comprehensive sample of student skills across math content areas recently presented to the student. Interviews were held with students because they are considered a useful way to learn about student approaches to math problems (Ashlock, 1982, Gerkin, 1985). Analyzing test and interview results according to instructional objectives found in the student's math book was judged by this writer to be consistent with informal assessment approaches advocated by Gerkin (1985) and Reisman (1982).

Other possible direct assessment procedures found in the school's reading and math program along with the reasons they were not selected were as follows:

1. Reading Series Magazine Tests (end of study unit tests): not used because the range of skills sampled is too narrow.

2. Math Series Chapter Tests: not used because the range of skills sampled is too narrow.

3. Use of ESE reading and math objectives: these objectives appear to be most appropriate for use only with the limited number of very low functioning, mildly handicapped students.

Week 5-11 of Implementation

The writer used CBM and direct assessment procedures described in this report with all students scheduled for ESE staffings. These procedures were completed with students during the 5 school day period before their staffing. Three students were actually staffed during this period of time. Students staffed included: a first grader being considered for ESE programming on an Emotionally Handicapped basis, a second grader being considered for ESE programming on a Specific Learning Disabilities/Resource basis for tutoring in reading, and a third grader being considered for ESE programming on a Specific Learning Disabilities/Near-Full-Time basis. Only reading CBM and direct assessment procedures were completed with the second

grade student as he would receive ESE services only in this academic area. Reading and math CBM and direct assessment procedures were completed with the first and third graders.

Following completion of CBM and direct assessment procedures with each of these students, a written report was prepared describing results (See Appendix G). These written reports were presented to the ESE staffing committee as students were staffed.

Week 12 of Implementation

The writer provided 10 staffing committee members with copies of psychoeducational reports that were routinely provided for the three students involved in this practicum, and with copies of written reports describing CBM and direct assessment results for these three students. These staffing committee members were then ask to respond to the Data Usefulness Questionnaire in order to determine their perceptions of the relative usefulness of these two types of data for academic objective development and instructional planning.

CHAPTER V

Results

Results of the Data Usefulness Questionnaire suggest that the standards of performance established for this practicum were realized for both specific objectives stated. Table 1 indicates the number of "Yes" responses to items 1-4 of the Data Usefulness Questionnaire by each of 10 staffing committee members, and also indicates the group mean number of "Yes" responses to these items. Questionnaire items 1-4 were designed to determine if objective 1 of this practicum had been met. These items pertain to staffing committee members' perceptions of the relative usefulness of CBM and direct assessment procedures for academic objective development in reading and math (See Appendix B). "Yes" responses indicate the perception that these procedures were more useful for academic objective development than typical psychoeducational data provided by the school psychologist. The group mean number of "Yes" responses was 3.5 indicating that the standard of performance established for objective 1 (a group mean of 3.0 "Yes" responses) had been met. It appears that objective 1 of this practicum has been met as staffing committee members perceived data generated through CBM and direct assessment procedures as more useful for academic objective development in reading and math than

Table 1

Data Usefulness Questionnaire Results

Questionnaire Respondents	No. "Yes" Responses	
	Items 1-4	Items 5-8
School Psychologist 1	1	2
School Psychologist 2	4	4
School Psychologist 3	2	4
ESE Teacher 1	4	4
ESE Teacher 2	4	4
ESE Teacher 3	4	4
District ESE Staff 1	4	4
District ESE Staff 2	4	4
District ESE Staff 3	4	4
District ESE Staff 4	4	4
Group Mean	3.5	3.8

typical psychoeducational data provided.

Table 1 also indicates the number of "Yes" responses to items 5-8 of the Data Usefulness Questionnaire by each of 10 staffing committee members, and provides the group mean number of "Yes" responses to these items. Questionnaire items 5-8 were designed to determine if objective 2 of this practicum had been met. These items pertain to staffing committee members' perceptions of the relative usefulness of CBM and direct assessment procedures for instructional planning in reading and math (See Appendix B). "Yes" responses indicate the perception that these procedures were more useful for instructional planning than typical psychoeducational data provided by the school psychologist. The group mean number of "Yes" responses to items 5-8 was 3.8 indicating that the standard of performance established for objective 2 (a group mean of 3.0 "Yes" responses to items 5-8) had been met. It appears that objective 2 of this practicum has been met as staffing committee members perceived data generated through CBM and direct assessment procedures as more useful for instructional planning in reading and math than typical psychoeducational data provided.

In addition to an increase in the perceived usefulness of data provided by the school psychologist for academic objective development and instructional planning in reading and math, there were several other positive outcomes related

to solution strategies implemented during this practicum. Direct assessment procedures proved to be useful in helping to determine the "least restrictive" educational placement for a student identified as handicapped-a consideration that is mandated by Public Law 94-142. ESE learning disability eligibility criteria emphasize the existence of a discrepancy between a student's measured academic achievement level and the level expected for students of similar age and ability. The student's chance for success within a regular classroom setting is not considered in determining eligibility for ESE learning disabilities programs. Occasionally students will be found eligible to receive ESE services in an academic area but their actual level of skill in this area and their grade placement will suggest the possibility that they would have success through continued instruction in a regular classroom setting. Direct assessment data provided during the implementation phase of this practicum weighed in the decision to "mainstream" a student for math even though he was eligible to receive ESE services for this academic subject. Information provided by the school psychologist through direct assessment procedures along with information provided by the student's classrooom teacher suggested that the student had met most of the math instructional objectives at the grade level he was just completing. This information suggested that he was likely to experience success with

regular classroom math instruction at the next higher grade level even though norm-referenced testing indicated eligibility for ESE services in math. For this student, continued regular classroom placement for math instruction constituted the "least restrictive" placement and probably the one that would benefit him most. Reschly (1980) discusses the desirability of developing psychoeducational assessment techniques that will be more useful in determining which placement options are likely to be most beneficial for students. This writer's limited experience with the use of direct assessment procedures during this practicum suggests their potential usefulness for this purpose.

A second positive outcome relates to the potential of direct assessment procedures for use with students who are not eligible for ESE programs but who are in need of program modifications within the regular classroom setting in order to improve achievement. This writer found that knowledge of the school's curriculum gained through solutions implemented during this practicum improved his ability to interpret norm referenced academic achievement tests in light of the school's curriculum and also facilitated communication with regular classroom teachers about evaluated student's academic difficulties. Several times it was observed that students lacked prerequisite skills and were placed at academic levels that were too high. Increasing this

writer's knowledge of the school's reading and math curriculum through solution strategies implemented during this practicum resulted in an improvement in his ability to provide regular classroom teachers with information that might lead to more appropriate instruction for students who would continue within the regular classroom setting following psychoeducational evaluation.

A third positive outcome of solution strategies implemented during this practicum involves the potential for use of adopted assessment procedures for future reevaluation of student progress following instruction in ESE programs. School psychologists are called on to formally reevaluate ESE students every 3 years. CBM and direct assessment procedures could potentially provide data during this reevaluation process that is more closely linked to the school's academic curriculum than data provided by norm referenced tests.

This writer also experienced unanticipated problems and negative outcomes related to the solution strategies implemented during this practicum. Despite the writer's best efforts, opportunity to apply solution strategies during the implementation period of this practicum was limited. It was projected that the number of children that would be staffed for ESE programs during the implementation period would be between 5 and 10. Actually, only three children were staffed during this period. The scheduling of

children to be staffed for ESE programs was not fully within the control of this writer. Other factors such as the number of children referred for psychoeducational evaluation by the school, psychoeducational evaluation results and scheduling decisions by district level ESE staff were involved. Application of solution strategies with more students during the implementation period of this practicum would have been desirable.

A problem with the CBM strategies adopted for this practicum was also experienced. CBM procedures and formulas adopted for use could not be strictly followed as two of the three children involved in this practicum were functioning at academic skill levels beneath the lower limits of these formulas. However, extrapolation from CBM formulas adopted did allow for successful use of these procedures even though guidelines for their use as specified in Chapter IV of this practicum were not strictly followed.

Negative outcomes related to implementation of solution strategies were also experienced. Assessment procedures adopted and implemented during this practicum involved a considerable amount of time. CBM and direct assessment procedures in reading and math involved approximately 1-1/2 hour for each student. In addition, another 1-1/2 hour was spent analyzing results and preparing a written report for each student.

The possibility that data generated through CBM and

direct assessment procedures will often conflict with teacher reports of student skill levels was also indicated by experiences during this practicum. The writer reported direct assessment results which strongly suggested that students would be more appropriately placed at reading levels several instructional levels lower than the actual placement reported by the regular classroom teacher at two of the three ESE staffings during the implementation period of this practicum. This type of discrepancy can cause conflict between teachers and the school psychologist.

Another observed negative outcome of solution strategies implemented during this practicum relates to the possibility that CBM and direct assessment strategies were not perceived as being consistent with the role of the school psychologist. School psychology has long concerned itself with the measurement of student characteristics thought to underlie academic learning (Bardon, 1983). Focusing assessment on the content of what is to be learned rather than on psychological constructs such as general intelligence and specific cognitive abilities thought to underlie academic learning is a change that some psychologists may be hesitant to make. Results of the data collected during this practicum suggests that school psychologists as a group may have considered CBM and direct assessment procedures as less of an improvement than other involved personnel. One of the school psychologists who

responded to the Data Usefulness Questionnaire offered the opinion that typical psychoeducational data and data generated through CBM and direct assessment procedures were needed to develop academic objectives and plan academic instruction. The opinion that both types of data are needed may partially account for the less favorable questionnaire results obtained from school psychologists. But it is also suspected that these perceptions may be due, at least in part, to an unwillingness to endorse assessment strategies that do not focus on psychological constructs.

Finally, it is acknowledged that though this writer followed the plan of action proposed for this practicum and realized a significant gain in his knowledge of the school's reading and math curriculum and related direct assessment procedures, his knowledge in these areas is still very limited. The school's reading and math curriculum contains many skills across the elementary school level and only a very superficial knowledge was gained by this writer through the solution strategies implemented during this practicum. It is also acknowledged that only a limited ability to identify student strengths and weaknesses within the academic curriculum was attained. Gerkin (1985) stated that most school psychologists would have to expand their skills considerably in order to complete in-depth academic assessments. This writer's experiences during this practicum support this statement.

Conclusions

Results of this practicum suggest that CBM and other direct assessment procedures can be used by school psychologists to collect data that is perceived as more useful for development of IEP academic objectives and instructional planning in reading and math than typical psychoeducational data collected. Other positive outcomes of the procedures implemented during this practicum included increased ability by the school psychologist to contribute to decision-making about a student's "least restrictive" educational placement, increased ability to help regular classroom teachers plan instruction for students who were referred for psychoeducational data but were not found eligible for ESE programs, and the potential for using CBM and direct assessment procedures for reevaluation of students who have received instruction in ESE programs for a period of time.

Problems encountered during the practicum implementation period and negative outcomes of solution strategies implemented included limited opportunity to apply solution strategies, adoption of CBM procedures that could not easily be used with students at very low academic skill levels, the considerable amount of time involved in the application of CBM and direct assessment procedures, the potential for conflict between school psychologists and teachers regarding discrepant findings, and the possibility

that CBM and direct assessment procedures may not be viewed as appropriate for use by school psychologists since they do not involve measurement of psychological constructs or traits.

This writer concludes that the demonstrated benefits of CBM and direct assessment procedures and the incidental positive outcomes of these strategies outweigh the potential negative outcomes or aspects of their use. The increase in assessment time for each student seems warranted in view of Public Law 94-142 which mandates that diagnostic personnel make meaningful contributions to the development of the student's IEP. The potential for conflict because of discrepancies between teacher reports of student academic levels and levels described through use of CBM and direct assessment procedures is probably manageable and seems to be outweighed by the benefits of more accurate description of student skill levels. The argument that CBM and direct assessment procedures are not appropriate to the school psychologist's role because they are not oriented to description of underlying student cognitive skills can be countered by the argument that academic learning is an interactive process that will never be understood through study of cognitive skills in isolation. The content of the academic curriculum is as important as student cognitive characteristics in this interactive process and should therefore be more extensively studied by school

psychologists (Howell, 1986). CBM and direct assessment procedures provide school psychologists with methods for considering academic content more fully.

There has been a call in the field of school psychology for assessment procedures that will help school personnel select the placement options and treatments that are most likely to benefit students (Reschly, 1980). In order to provide this type of information in the academic achievement area, the school psychologist must extend his skills beyond those required to administer, score and interpret results of norm referenced academic achievement tests (Elliott and Piersel, 1982). Solution strategies described in this practicum provide a way for school psychologists to improve their academic assessment skills and help school personnel make better decisions about educational programs for handicapped and non-handicapped students.

Recommendations

Recommendations offered based on the writer's observations and results of this practicum include the following:

1. Continued review of literature to discover CBM procedures more suitable for use with very low functioning children.
2. Because CBM and direct assessment procedures were completed with only three children during this

practicum, continued testing of usefulness is recommended.

3. When presenting results of CBM and direct assessment procedures at staffings it is recommended that they be offered in a tentative, hypothesis generating fashion rather than as fact. This manner of presentation will decrease the potential for conflict between the school psychologist and the classroom teacher.
4. Continued study by the writer to refine use of CBM and direct assessment procedures and to extend knowledge of the school's reading and math curriculum.
5. Continued use of CBM and direct assessment procedures as informal psychoeducational assessment methods.
6. Continued use of CBM and direct assessment procedures with students just prior to their ESE staffings.

Dissemination

Abstracts describing this practicum will be distributed to the following individuals:

1. All Nova Ed.D. Cluster 27 members.
2. ESE district level staff concerned with elementary level programs in the writer's school district.
3. All school psychologists employed in the writer's school district.
4. The writer's supervisor, the Assistant Director of Student Services.
5. The Director of Student Services in the writer's school

district.

6. The Assistant Superintendent for Instructional Support Services in the writer's school district.
7. The Superintendent in the writer's school district.

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APPENDIX A

PRELIMINARY QUESTIONNAIRE

Preliminary Questionnaire

Norm referenced psychoeducational test data provided by school psychologists is useful in determining eligibility of students for various exceptional student education programs. Through your response to this questionnaire, I hope to learn how useful this data is perceived to be in the development of initial instructional plans and in the development of academic objectives during initial individual education program (I.E.P.) formation. Please respond candidly.

1. How useful is psychoeducational test data currently being provided by the school psychologist in the initial planning of reading instruction for students placed into exceptional student education programs?

   Very useful Useful Somewhat useful Of little use

2. How useful is psychoeducational test data currently being provided by the school psychologist in the initial planning of math instruction for students placed into exceptional student education programs?

   Very useful Useful Somewhat useful Of little use

3. Should psychoeducational test data provided by the school psychologist be more useful in the initial planning of reading instruction for students placed into exceptional student education programs?

   Yes Nc Uncertain

4. Should psychoeducational test data provided by the school psychologist, be more useful in the initial planning of math instruction for students placed into exceptional student education programs?

   Yes No Uncertain

5. How useful is psychoeducational test data currently being provided by the school psychologist for developing academic objectives in reading during initial I.E.P. development?

   Very useful Useful Somewhat useful Of little use

6. Should psychoeducational test data provided by the school psychologist be more useful in the development of academic obectives in reading during initial I.E.P. development?

   Yes No Uncertain

7. How useful is psychoeducational test data currently being provided by the school psychologist for developing academic objectives in math during initial I.E.P. development?

   Very useful Useful Somewhat useful Of little use

8. Should psychoeducational test data provided by the school psychologist be more useful in the development of academic objectives in math during initial I.E.P. development?

   Yes No Uncertain

APPENDIX B

DATA USEFULNESS QUESTIONNAIRE

Data Usefulness Questionnaire

Compared to psychoeducational data typically provided by the school psychologist, data provided through curriculum based measurement and direct assessment:

1. Provides information that can more readily be translated into reading objectives during I.E.P. formulation.

   Yes No Uncertain

2. Provides data that is more likely to be used in the development of reading objectives during I.E.P formulation.

   Yes No Uncertain

3. Provides information that can more readily be translated into math objectives during I.E.P. formulation.

   Yes No Uncertain

4. Provides information that is more likely to be used in the development of math objectives during I.E.P. formulation.

   Yes No Uncertain

5. Provides information that can more readily be translated into instructional plans in reading.

   Yes No Uncertain

6. Provides information that is more likely to be used in the development of instructional plans in reading.

   Yes No Uncertain

7. Provides information that can more readily be translated into instructional plans in math.

   Yes No Uncertain

Data Usefulness Questionnaire

8. Provides information that is more likely to be used in the development of instructional plans in math.

Yes No Uncertain

APPENDIX C

FORM FOR CONSULTATIONS WITH REGULAR TEACHERS

Form for Consultation with Regular Teachers

Grade:

Reading program(s) used:

Examples of important skills covered in reading by average student during school year:

Skills most difficult:

Skills easiest:

Reading assessment procedures used by teacher:

Math program(s) Used

Examples of important skills covered in math by average student during school year:

Skills most difficult:

Skills easiest:

Math assessment procedures used by teacher:

Additional information:

APPENDIX D

FORM FOR CONSULTATIONS WITH EXCEPTIONAL STUDENT EDUCATION TEACHERS

Form for Consultation with Exceptional Student Education Teachers

Grade(s):

Reading program(s) used:

Reading assessment procedures used by teacher:

Math program(s) used:

Math assessment procedures used by teacher:

Additional information:

APPENDIX E

FORM FOR CONSULTATION WITH DISTRICT LEVEL EXCEPTIONAL STUDENT EDUCATION STAFF

Form for Consultation with District Level Exceptional Student Education Staff Member

Reading skill sequences

Letter/word identification skills:

Word Attack Skills:

Comprehension skills:

Other skills:

Math skill sequences

Computation skills:

Application skills:

Other skills

APPENDIX F

FORM FOR CONSULTATIONS WITH PRIMARY EDUCATION SPECIALIST

Form for Consultation with Primary Education Specialist

Assessment procedures used in Reading:

Assessment procedures used in Math:

Additional information:

APPENDIX G

EXAMPLE OF A WRITTEN REPORT

Curriculum-Based Measurment and Direct Assessment of Reading and Math Skills for:

Student
Date of Birth: 11-05-76
Date of Assessment: 5-31-88
Grade: 3
Recommended Exceptionality: SLD/NFT

Curriculum-Based Measurement: Reading

Student was able to read aloud with a median rate of 58 words per minute across three passages taken from the Houghton Mifflin Reading Program, Level E-Sunshine. Curriculum-Based Measurement procedures suggest that Student should be reading a minimum of 90 words per minute from Level E-Sunshine at the time of the next annual IEP review. Assuming 40 weeks of instruction time between now and the next annual review, Student should demonstrate a weekly increase of .8 words read aloud in one minute from Level E-Sunshine passages. The ESE staffing committee should determine actual objectives.

Direct Assessment: Reading

Word Recognition:

Student was able to instantly recognize the following percentage of words appearing at specified levels of the Houghton Mifflin Reading Program:

Level C-Balloons:	78%
Level D-Boats:	86%
Level E-Sunshine:	64%

Word lists for Balloons, Boats and Sunshine are attached with words not instantly recognized by Student highlighted.

Decoding Skills:

According to the Diagnostic Tests of Decoding Abilities found in Houghton Mifflin's Level J-Weavers, Student is currently able to recognize the following sound associations for consonants: b, f, j, hard g, l, w, hard c, r, qu, h, d, t, soft g, ch as in chap, n, p, y, k, m, soft c, sh, v, s as in sit and z. Consonant sounds not recognized: th as in thank and th as in this. Student earned the criterion score necessary to indicate mastery of consonant sounds.

According to the Diagnostic Tests of Decoding Abilities

found in Houghton Mifflin's Level J-Weavers, Student is currently able to recognize the following sound associations for vowels: short a, long u, short e, ea as in meat, oo as in moon, au as in laud, long o, ow as in frown, ay as in hay, long e, oa as in boat, long a, ou as in couch, oi as in soil, ow as in know, short i, ee as in feel, ai as in sail, and aw as in lawn. Student was unable to recognize the following sound associations for vowels: ew as in grew, ea as in head, long i, short u and y as in try. Student did not earn the criterion score necessary to indicate mastery of vowel sounds. He correctly identified 22 of 27 sounds while 23 of 27 is the criterion score necessary to indicate mastery.

Silent, independent reading comprehension:

Student was able to correctly answer 5 of 5 comprehension questions after silently reading passages at Houghton Mifflin's Level E-Sunshine and Level F-Moonbeams. He was able to answer only 1 of 5 comprehension questions after reading a passage in Level G-Skylights. The question answered correctly in Skylights involved literal comprehension.

Curriculum-Based Measurement: Math

Student was able to write the correct answers to 17 of 20 computation problems randomly selected from chapter cumulative reviews appearing in the first half of Addison-Wesley's Book 2 within two minutes. He was able to write the correct answers to 10 of 20 problems selected from the second half of Book 2 within 2 minutes, and 13 of 20 problems selected from the first half of Book 3 within a 2 minute time period. The ESE staffing committee should determine actual objectives for Student in math.

Direct Assessment: Math

Student was observed as he completed the end of the year test for Addison-Wesley's Book 3. Following his completion of this test, he was interviewed to learn how he attempted to solve selected problems. The following conclusions were drawn regarding Student's current math skills as they relate to instructional objectives contained in Addison-Wesley's Book 3:

Addition and Subtraction facts: Student recalls addition and subtraction facts related to sums through 18.

Place Value: Student understand ones, tens, hundreds and thousands. He can round to nearest ten and hundred. He can

read, write and compare numbers through 4 digits.

Addition: Student adds two digit numbers with trading. He can add three digit numbers including money.

Subtraction: Student subtracts 2 digit numbers. He can subtract 3 digit numbers including money.

Multiplication: Student can not efficiently recall multiplication facts through 9x5. He can multiply 2 digit numbers by 1 digit numbers but not with money.

Division: Student can find quotients when the divisor is 1 through 5 by using related multiplication facts. He can not recall division facts related to products to 9x9 as he does not efficiently recall multiplication facts. He can not divide by numbers less than 6 to find 1 digit quotients and remainders. He can not divide by numbers less then 6 to find 2 digit quotients with remainders.

Decimals: Student can find sums and differences of one place decimals.